



Cornell University

STAFF PERFORMANCE DIALOGUE FORM OPTIONAL STANDARD FORMAT

Name

Position/Title

Supervisor

Review Date

Review Period

Department

College/Unit

PERFORMANCE LEVELS

The following performance levels are used to describe the staff member's performance during the review period on Achievement of Goals/Projects, Position Responsibilities and Skills for Success.

Consistently Surpasses Expectations/Standards

Works consistently at a superior level in most aspects of position; consistently exceeds goals and expectations. Makes an exceptional or unique contribution to the unit/department.

Frequently Exceeds Expectations/Standards

Performs beyond expectations in a majority of position duties and responsibilities. Consistently meets and, at times, exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.

Fully Achieves Expectations/Standards

Fulfills position requirements, consistently meeting established goals and expectations. Performance makes the expected contributions to unit goals.

Needs Improvement

Fails to meet one or more of the significant position requirements.
Requires improvements in areas noted.

(Performance improvement plan must be developed and monitored [direct link: [html version](#); [Word version](#)].)

Fails to Achieve Expectations/Standards

Does not fulfill position requirements.

(Performance improvement plan must be developed and monitored, or termination must be initiated [direct link: [html version](#); [Word version](#)].)

SECTION I: ACHIEVEMENT OF GOALS/PROJECTS *(for current review period)*

Instructions: List below, in order of importance, 3 to 5 goals or key job responsibilities that were established for this review period. These items may include new performance goals, special projects, job/career development activities, or maintenance of regular duties. Note the extent of results achieved and the factors that contributed to these outcomes.

Goals/Projects	Results Achieved	Contributing Factors

Additional Comments, if any:

SECTION II: PERFORMANCE OF POSITION RESPONSIBILITIES

In the space provided below, note the staff member's primary position responsibilities. Note the level of performance achieved by the employee on each of his or her responsibilities. Key areas for consideration are quality and quantity of work, organization and completion. It is recommended that the staff member's current position description accompany this form.

(Additional sheets may be used if necessary.)

POSITION RESPONSIBILITIES	Optional – Self Review					Supervisor's Review				
	Consistently Surpasses Expectations	Frequently Exceeds Expectations	Fully Achieves Expectations	Needs Improvement	Fails to Achieve Expectations	Consistently Surpasses Expectations	Frequently Exceeds Expectations	Fully Achieves Expectations	Needs Improvement	Fails to Achieve Expectations
Job Knowledge:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Demonstrates the knowledge and skills required to perform the job, including administrative policies and procedures, technical and/or specialized knowledge/expertise and managerial/supervisory skills. ▪ Understands position goals, responsibilities, and expectations. ▪ Is current on professional/technical developments related to position 	COMMENTS:					COMMENTS:				
Position Responsibilities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COMMENTS:					COMMENTS:				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COMMENTS:					COMMENTS:				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COMMENTS:					COMMENTS:				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COMMENTS:					COMMENTS:				

SECTION III: OVERALL PERFORMANCE EVALUATION

Instructions: Consider the performance evaluations for Section I and II. Select a level to describe the staff member's overall performance throughout the entire performance period:

(Additional sheets may be used if necessary.)

- Consistently Surpasses Expectations
 Frequently Exceeds Expectations
 Fully Achieves Expectations
 Needs Improvement
 Fails to Achieve Expectations

Additional Comments, if any:

SECTION IV: GOALS AND PROFESSIONAL DEVELOPMENT PLANS (For upcoming review period)

Instructions: List 3 to 5 performance goals or key job responsibilities for the upcoming performance period. These goals may be related to new responsibilities/projects, improvement of ongoing responsibilities, and professional development. Note staff member's action plans and projected completion dates.

(Additional sheets may be used if necessary.)

Goals/Responsibilities	Staff Action Plans	Projected Date

SECTION V: SKILLS FOR SUCCESS – ONGOING DEVELOPMENT

The following key skills are essential for all staff in achieving success in their positions. Depending upon position requirements, other job-specific skills may be required of a staff member. It is recommended that the extent to which the staff member demonstrates these skills or needs to strengthen them be reviewed as part of the performance dialogue.

SKILLS FOR SUCCESS	COMMENTS
<p>INCLUSIVENESS:</p> <ul style="list-style-type: none"> ▪ Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs, with regard to ethnicity, gender, creed, and sexual orientation ▪ Promotes cooperation and a welcoming environment for all ▪ Works to understand the perspectives brought by all individuals ▪ Pursues knowledge of diversity and inclusiveness 	
<p>ADAPTABILITY:</p> <ul style="list-style-type: none"> ▪ Is flexible, open and receptive to new ideas and approaches ▪ Adapts to changing priorities, situations and demands ▪ Handles multiple tasks and priorities ▪ Modifies one's preferred way of doing things 	
<p>SELF DEVELOPMENT:</p> <ul style="list-style-type: none"> ▪ Enhances personal knowledge, skills, and abilities ▪ Anticipates and adapts to technological advances as needed ▪ Seeks opportunities for continuous learning ▪ Seeks and acts upon performance feedback 	
<p>COMMUNICATION:</p> <ul style="list-style-type: none"> ▪ Demonstrates the ability to express thoughts clearly, both orally and in writing ▪ Demonstrates effective listening skills ▪ Shares knowledge and information ▪ Asks questions and offers input for positive results 	
<p>TEAMWORK:</p> <ul style="list-style-type: none"> ▪ Builds working relationships to solve problems and achieve common goals ▪ Demonstrates sensitivity to the needs of others ▪ Offers assistance, support, and feedback to others ▪ Works effectively and cooperatively with others 	
<p>SERVICE-MINDED:</p> <ul style="list-style-type: none"> ▪ Is approachable/accessible to others ▪ Reaches out to be helpful in a timely and responsive manner ▪ Strives to satisfy one's external and/or internal customers ▪ Is diplomatic, courteous, and welcoming 	
<p>STEWARDSHIP:</p> <ul style="list-style-type: none"> ▪ Demonstrates accountability in all work responsibilities ▪ Exercises sound and ethical judgment when acting on behalf of the university ▪ Exercises appropriate confidentiality in all aspects of work ▪ Shows commitment to work and to consequences of own actions 	
<p>MOTIVATION:</p> <ul style="list-style-type: none"> ▪ Shows initiative, anticipates needs and takes actions ▪ Demonstrates innovation, creativity and informed risk-taking ▪ Engages in problem-solving; suggests ways to improve performance and be more efficient ▪ Strives to achieve individual, unit, and university goals 	

SECTION VI: STAFF MEMBER'S COMMENTS, if any *(Additional sheets may be used if necessary.)*

SECTION VII: SIGNATURES

I have provided the staff member with a current position description and have discussed this document with him/her.

Immediate Supervisor: _____ Date: _____

Next Level Supervisor: _____ Date: _____

I have reviewed this document with my supervisor. My signature indicates that I have completed these discussions, but does not necessarily imply my agreement: any areas of disagreement are noted in my comments above (or in the attached document). I understand that I am entitled to receive a copy of this form and attachments, bearing all required signatures.

Staff Member: _____ Date _____

For staff whose positions require adherence to NCAA guidelines: *please complete the following section:*

Staff: Please check box and provide signature and date below.

I have conducted business with full knowledge of and in full compliance with NCAA, IVY League and university policies and procedures.

Staff Member: _____ Date: _____

Supervisors: Please complete the following:

I have assessed the staff member's adherence to NCAA, Ivy League, and university policies and procedures, and the staff member has the requisite knowledge of and is in compliance with NCAA and Ivy League rules.

Supervisor: _____ Date: _____

***Questions and comments regarding Cornell University's performance dialogue process may be addressed to
Organizational Development Services, 20 Thornwood Drive, 254-6400***